TECHNICAL ASSISTANCE

2017 Grant Competition
Office of Career & Technical Education
January 24, 2017

johna rodgers consulting

Introduction

- Johna Rodgers, GPC
  - 25+ years in grants, nonprofits
  - Certified through GPCI (Grant Professionals Certification Institute)
  - Formerly with the Green River Regional Educational Cooperative
  - $134+ million in grants since 2001
  - Providing training for KDE for many years
  - National trainer in grant writing and management
  - Currently an independent contractor

Who are you?

- You could be…
  — A current grantee looking to sustain
  — A CTE grantee adding an energy pathway
  — A middle school, high school, ATC or a combination
  — An experienced grant writer
  — Written one or two grants before
  — Never written a grant proposal

Writing is 90% procrastination and 30% panic.

Order of worship

- Introduction to the RFA

- A review only; not a complete read
    - Your responsibility to read it thoroughly
    - Best practice: Read it now, read it while you're writing, read it again right before you submit

- Review the scoring rubric and scoring process

- Suggestions for meeting the deadline

But, first... the money

- **Rule #1:**
  This is not your money

- **Rule #2:**
  It's your job to design a good program <u>regardless</u> of the amount of money you receive

- **Rule #3:**
  If you're not OK with Rule #1 and Rule #2, you should not apply

But, first… the money

- Funding is limited (page 2)
  - <u>Implementation</u> Grants: $50,000 for high schools
    $15,000 for middle schools

  - <u>First Time</u> Sustainability: $15,000 for high schools
    $10,000 for middle schools

  - <u>Second Time</u> Sustainability: $5,000

The Request for Applications

- This is your instruction book

- There are <u>lots</u> of instructions

- You may email KDE for help (at least until February 13)

- Even experienced grant writers have trouble understanding everything in an RFA

- Today is your day to ask questions "live"

The Request for Applications

- Who can get the money

- What you can spend it on (or not)

- When the money is available

- Why the money exists

- How much money is available

- And whether any really odd rules or requirements apply

And one more thing…

- A grant (any grant) is…
  - Intended to solve a <u>specific</u> problem
  - Describes the <u>specific</u> problem and participants
  - Solves (or soothes) the <u>specific</u> issue(s)
- A grant is not a blank check
- A grant is not free money

Page 1 (Cover, guidance dates)

- Deadline
  - March 2, 2017
  - 4 p.m. **eastern** time
- Submitted by email only
- Questions may be submitted by email only to KDE before noon on February 13, 2017

Intent to apply (pg. 1)

- Due January 20, 2017
- If you have not turned it in, don't worry
  - It is optional
  - As a courtesy, go ahead and email KDE to let them know you are applying

Submission (page 2)

- Email submission

- <u>STRICT</u> deadline—March 2, 2017 at 4 p.m. eastern time

- Submit a regular **and** a blind copy
  - Send both copies in a single email if possible
  - Blind copy should contain no personal information about your school district (name, city/county, names, unique partners, etc.)

The rain in ▮▮▮ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in XXXXX falls mainly on the plains. Now is the time for all good men to come to the aid of their country.

The rain in falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in ▮▮▮ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in XXXXX falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in ▮▮▮ falls mainly on the plains. Now is the time for all good men to come to the aid of their country. The rain in falls mainly on the plains. Now is the time for all good men to come to the aid of their country.

Submission (page 2)

- Create a PDF of your proposal
  - Scan the document (file will be big), or
  - Save the file as a PDF, or
  - Print the file as a PDF
- Label the two files (regular, blind) as noted on page 2
- Email the proposals to the KDE email
- Include the correct subject line

Submission (page 2)

- It is your responsibility to ensure KDE receives the proposals

- After you hit submit, it is OK to send KDE an email to verified it has been received

RFA file…

- Now let's review the longer of the two documents: the RFA file

Comments/Special Instructions (page 1)

- Eligibility
  - Must have implemented and/or requested an approved CTE program of study for an Energy pathway by the area KDE Consultant
  - Must complete all required special program agreements and registrations

- Business plan: 5-year (sustainability) plan

- Schools that already have an Energy Technology grant may receive sustainability funds <u>unless</u> they have already done so for two cycles

Comments/Special Instructions (page 1)

- A high school and middle school <u>may</u> submit a joint proposal
  - Implementation: up to $65,000
  - Sustainability 1: up to $25,000
  - Sustainability 2: up to $10,000
- Preference related to a non-teacher match

Page 2

- Background... approved projects only

- Funding

- Integrated activities at the elementary level are highly encouraged but may <u>not</u> be paid for with these funds

- Again, it mentions a non-teacher match

Page 2

- Schools/districts <u>may</u> give a portion of their funds to:
  — An area technology center
  — A community/technical college
- Eligibility repeated

Page 3

- Energy career pathway components
  - — Energy-related applications
  - — Opportunity for energy-related internships or cooperative education for students
  - — Matching funds that directly support the program

Matching funds?

- What are matching funds?
    - The real money you bring to a project
    - The real time, effort, and other resources you bring to the project
    - It must occur during the 2017-18 school year
    - As noted in the RFA, it may include other state, federal, local or nonpublic sources but <u>not</u> previous awards from this state program

Still on page 3…

- Allowable use of grant funds (not all inclusive)
- General requirements (all required)
  - Teacher certification
  - Commit to implementation as you describe in your plan
  - Minimum of 1700 square feet for the laboratory
  - Professional learning and resources
  - Commit to program agreements when required
  - High schools must have a Technology Student Association (or CTSO)
  - May <u>not</u> use funds to maintain, renovate or build facilities; pay salaries

Page 4

- Application components: a-h
  a. Program growth goal
  b. How the pathway is established
  c. Reasonable measures to ensure progress
  d. Local industry partners

  e. Continuing the program after funding
  f. Meeting project objectives
  g. Budget summary form
  h. Budget narrative

- Each component is **embedded** in the scoring rubric (pages 6-8)

Scoring Rubric

Section	Point Range	Excellent – Very Good	Good - Fair	Poor - Inadequate
1) Introduction	0-5	Introduction is well written, what the program will look like, how many children will be served, and why it is needed. Includes the partners, geographic areas to be served, and priority area addressed (if applicable). It is well written, detailed, and clearly understood. **Points: 5-4**	Includes partners, geographic areas to be served, and priority area addressed (if applicable). Can be understood. **Points: 3 or 2**	Does not include partners and/or geographic areas; or is missing altogether. Difficult to comprehend. **Points: 1 or 0**
2) Industry Partnership Team and Collaboration **B, D**	0-5	Details on the partners, their roles and responsibilities, and how partners will communicate are provided in a clear and complete manner. Identifies clearly how local business partners support the Energy program in terms of concept, implementation, finances and sustainability and student success. The collaboration appears authentic. It is clear that this program will complement existing K-12 programs. **Points: 5-4**	Details on the partners, their roles and responsibilities, and how partners will communicate are provided. Identifies how local business partners support the Energy program in terms of concept, implementation, finances and sustainability and student success. It appears that this program will complement existing K-12 programs. **Points: 3 or 2**	The description of the partners, their roles and responsibilities, and how partners will communicate is vague or incomplete. Local business partner's support is not clear. It is uncertain if this program will complement existing K-12 programs. **Points: 1 or 0**
3) Energy Career Pathway Plan Program Description **A, B**	0-15	The goals of the proposed program are clear and appropriate. Provides a thorough description of how the Energy pathway will be established in the school district to support the students across the K-12 district. The description of the implementation plan is detailed and clear. The evaluation methods are clearly stated and appropriate. There is evidence that the program will be a rigorous program and staff will have opportunities for their continued growth. **Points: 15-11**	The goals of the proposed program are clear. Provides a description of how the energy pathway will be established in the school district to support the students across the K-12 district. The description of the implementation plan is complete; it is clear as to what will happen and how. The evaluation methods are described and appear appropriate. **Points: 10-6**	The goals of the proposed program are vague or missing. Provides a limited description of how the energy pathway will be established in the school district to support the students across the K-12 district. It's unclear as to what will happen and how. The evaluation methods are described, but they do not appear appropriate or understood. **Points: 5-0**

Criteria	Points	Excellent	Satisfactory	Needs Improvement
4) Sustainability **E**	0-25	It is very clear that the proposal reflects how collaboration with various business and industry organizations, community and districts for the long term sustainability of the Energy program. There is evidence the plan provides for a quality program, inclusive plans for sustainability measures to provide for a quality program, training, staff learning opportunities and student success. The proposal identified priority area(s). The explanation is detailed, appropriate, well thought out, and valid. **Points: 25-20**	There is sufficient evidence that the proposal reflects how collaboration with various business and industry organizations, community and districts for the long term sustainability of the Energy program. There is evidence the plan provides for a quality program, plans for sustainability measures to provide for a program, training, staff learning opportunities and student success. The proposal partially addresses priority area(s). The explanation somewhat valid but not fully convincing. **Points: 19-10**	The proposal does not really address how collaboration with various business and industry organizations, community and districts for the long term sustainability of the Energy program the identified priority area(s). The explanation is vague and not convincing. **Points: 9-0**
5) Student Progress **C**	0-10	It is very clear that the proposal provides a clear description of reasonable measures the school district will take to follow and ensure the progress of each of the Energy Engineering Technology student throughout the student's participation in the program. **Points 10-8**	It appears there was good or at least some description of reasonable measures the school district will take to follow and ensure the progress of each of the Energy Engineering Technology student throughout the student's participation in the program. **Points: 7-5**	It does not appear the program's plan provides reasonable measures the school district will take in following and ensure the progress of each of the Energy Engineering Technology student throughout the student's participation in the program. **Points: 4-0**
6) Student Recruitment Plan **A**	0-10	The plan addresses the identified target priority area(s). The explanation is detailed, appropriate, well thought out, and valid. **Points 10-8**	The proposal plan partially addresses the identified priority area(s). The explanation somewhat valid but not fully convincing. **Points: 7-5**	The proposal plan does not really address the identified priority area(s). The explanation is vague and not convincing. **Points: 4-0**

7) Budget Summary Form **G**	0-10	Budget clearly delineates costs to be met by the funding (Use Proposed Budget Summary Form). Includes clear explanations of line item costs. Amounts are reasonable. **Points 10-8**	Budget partially delineates costs to be met by the funding (Use Proposed Budget Summary Form). Includes clear explanations of line item costs. Amounts are reasonable. **Points 7-5**	Budget is missing explanations of line items. The explanations of line item costs is vague or lacking . **Points 4-0**
8) Budget Narrative **H**	0-10	Thoroughly describes how grant funds will be utilized to support all aspects of the Energy Engineering Technology program. Provide details of items listed in the budget summary form. *Priority will be given to applications that identify matching funds that address specific program needs, other than teacher salaries.* **Points 10-8**	Reasonably describes how grant funds will be utilized to support all aspects of the Energy Engineering Technology program. Provide some details of items listed in the budget summary form. *Priority will be given to applications that identify matching funds that address specific program needs, other than teacher salaries.* **Points 7-5**	Provides limited description of how grant funds will be utilized to support all aspects of the Energy Engineering Technology program. Missing details of items listed in the budget summary form. *Priority will be given to applications that identify matching funds that address specific program needs, other than teacher salaries.* **Points 4-0**
9) Evaluation **F**	0-10	Thoroughly describes the degree to which program objectives are to be met, specific methods and criteria used for evaluation, and the assessment used to determine that outcomes are met. **Points 10-8**	Reasonably describes the degree to which program objectives are to be met, specific methods and criteria used for evaluation, and the assessment used to determine that outcomes are met. **Points 7-5**	Provides limited description to which program objectives are to be met, specific methods and criteria used for evaluation, and the assessment used to determine that outcomes are met. **Points 4-0**

Which brings us to formatting…

- Bottom of page 4
- Proposal includes **in** **this** **order**:
  — Cover sheet (copy and complete page 9)
  — Assurances (copy and complete page 10)
  — Proposal Narrative (4 pages of your text; follows the scoring rubric)
  — Timeline (1 page of your text)
  — Budget summary form (copy and complete page 11)
  — Budget narrative (1 page of your text explaining the budget form)

Order of the Proposal

Budget Narrative

Proposed Budget Summary Form

Explanation of Expenditures	Grant Amount	Match (In Kind) Amount
		$

Timeline

Narrative pages 1-4

KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF CAREER AND TECHNICAL EDUCATION
ASSURANCES FOR ENERGY TECHNOLOGY ENGINEERING CAREER PATHWAY
GRANT AWARD

Kentucky Department of Education

Energy Technology Engineering Career Pathway Grant Application

Please check which apply:

Implementation Grant
___ High School   ___ Middle School   ___ High & Middle School
Pathway Completion
___ High School   ___ Middle School   ___ High & Middle School
Sustainability
___ High School   ___ Middle School   ___ High & Middle School

Funding Amount (See Proposed Budget Summary Form): $_____

District: _____

Address: _____

City: _____   State _____   Zip _____

School Name: _____

Which brings us to formatting…

- All pages single sided
- Font: Times New Roman, Arial or "similar"—12 point font
- No condensed or narrow fonts
- Double-spaced
  - Text in charts/graphs **may** be 10 point (including the budget form, timeline
  - You **may** single space bullets
  - Everything should not be in tables, charts or bullets

Which brings us to formatting…

- Margins: 1 inch for top, bottom, sides
- **Please number your pages**
- Your narrative page 1 should be page 1
- Everyone gets the same number of pages…
  - No attachments
  - Don't go over the established limits

Page 5

- Evaluation of the application: Scoring review
- This is your audience…
  - A committee of knowledgeable folks will read each proposal
  - May not be as knowledgeable of the Energy Pathway as with other CTE programs
  - They will work in teams of 3 using the scoring rubric
  - Applicants <u>must</u> score at least 17 on Section 4 (Sustainability)
  - Applications are ranked by their scores
  - KDE <u>may</u> negotiate your budget

Additional thoughts...

- Write the narrative in the order of the rubric (pages 6-8)

- Be careful with acronyms and initialisms

- Use criteria titles or numbering to keep your reader on track

- This is responsive writing, **not** a novel

  — Don't use flowery language

  — Don't copy/paste a bunch of technical stuff

  — Don't waste time saying how important career/technical education is for students (KDE knows that already); but...

Example…

- Take a look at the rubric (page 6)
- Review the criteria for Section 3 (Program Description)

The goals of the proposed program are clear and appropriate. Provides a thorough description of how the Energy pathway will be established in the school district to support the students across the K-12 district.
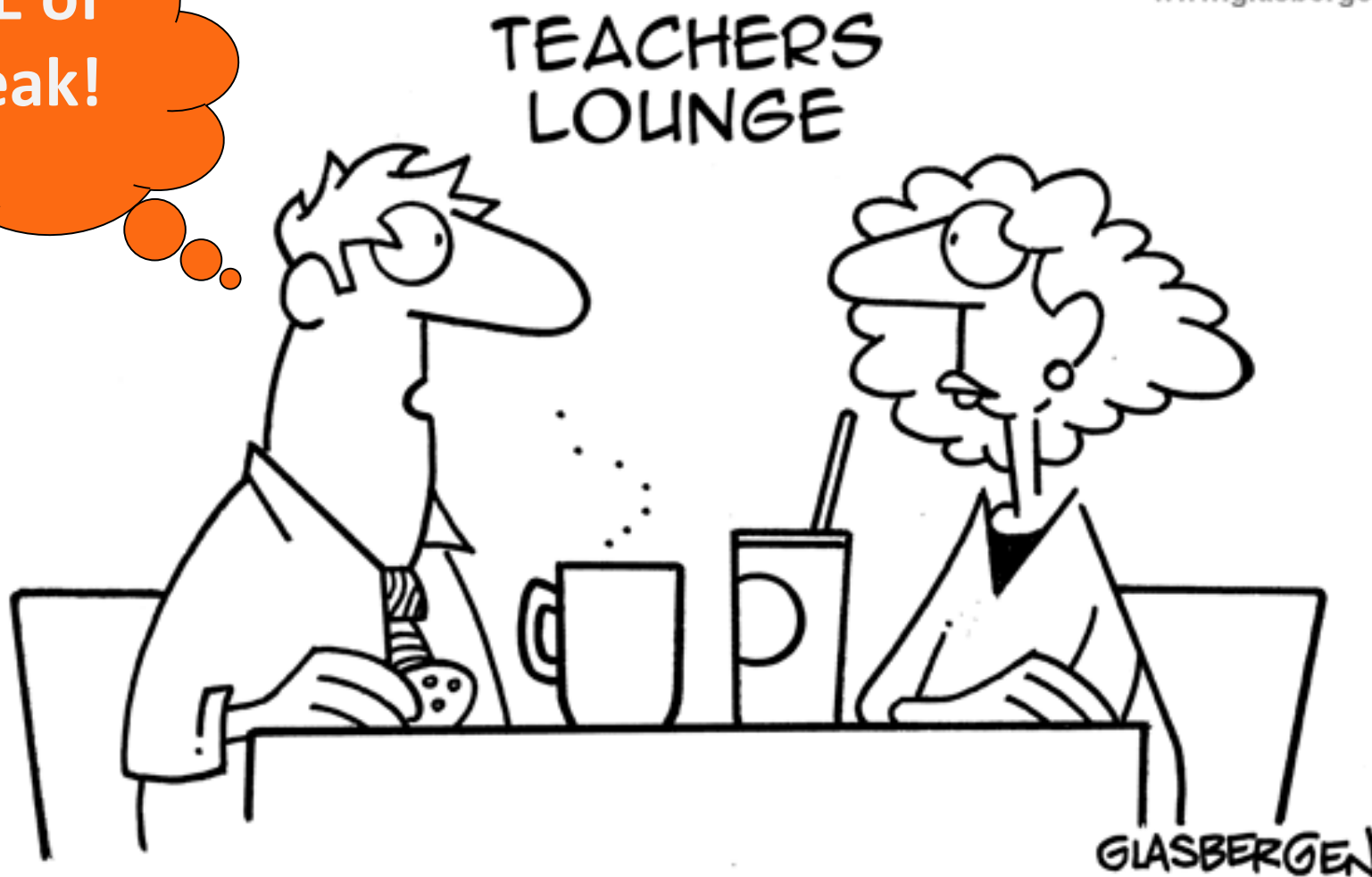
Response example #1…

3. **Energy Program Description**

Our goals for our project are clear and appropriate. In addition, we will establish an Energy Career Pathway in our school to support students across the K-12 district. Students at all levels will begin to work and collaborate around the approved pathway, the newly purchased curriculum and our area partners.

Response example #2...

3. **Energy Program Description**

By Sept. 2017, we will establish three cadres of Energy Pathway student groups (Goal #1). In all, we will serve more than 20% of our students through our expanded Energy pathway (Goal #2)....
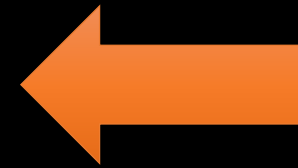
DISCLAIMER!!!!!
I completely and totally made that up; please do <u>not</u> think these are good goals!!

Nine (9) Sections

		Points
1.	Introduction	5
2.	Partnership Team, Collaboration	5
3.	Energy Career Pathway Plan	15
4.	Sustainability	25
5.	Student Progress	10
6.	Student Recruitment Plan	10
7.	Budget Summary Form	10
8.	Budget Narrative	10
9.	Evaluation	10

Evaluation criteria (rubric)

- Read each item carefully; each is <u>required</u>
- Consider this a "checklist"
- **<u>Most</u>** items have more than one idea or thought included
- Take a look at #1 (Introduction)

1. Introduction

Introduction is well written, what the program will look like, how many children will be served, and why it is needed. Includes the partners, geographic areas to be served, and priority area addressed (if applicable). It is well written, detailed, and clearly understood.

Points: 5-4

1. Introduction

Introduction is well written **|** what the program will look like **|** how many children will be served **|** and why it is needed. **|** Includes the partners **|** geographic areas to be served **|** and priority area addressed (if applicable). **|** It is well written **|** detailed, **|** and clearly understood.

Points: 5-4

Nine (9) Sections

		Points	Pages
1.	Introduction	5	¼
2.	Partnership Team, Collaboration	5	¼
3.	Energy Career Pathway Plan	15	¾
4.	Sustainability	25	1¼
5.	Student Progress	10	½
6.	Student Recruitment Plan	10	½
7.	Budget Summary Form	10	1
8.	Budget Narrative	10	1
9.	Evaluation	10	½
10.	Timeline		1

ESTIMATE ONLY!!!

Evaluation criteria (rubric)

- So, get to the point

- Be clear

- Demonstrate your plan for this specific program

- Don't whine!—not about money, about space, about anything…

Evaluation criteria (rubric)

- Examples
  - Due to more than a decade of budget cuts in our high-poverty high schools, we have not been able to focus on our career path needs. **(NOT!!!)**

  - Mr. XXXXXXX, a former energy specialist with EXXON and certified physics teacher, will teach at least two pathway courses beginning in August 2017 (Energy 1, Energy 2). He will reach 215 students each semester. **(Better!!!)**

Focus on what you will do!!

Scoring rubric

- Let's review the other components of the rubric
- Pages 6-8

Budget: Three components

- Budget Summary Form—pages 8, 11
- Budget Narrative—page 8
- Matching Funds—pages 1-4, 8, 11

Proposed Budget Summary Form

Explanation of Expenditures	Grant Amount	Match (In Kind) Amount
Laboratory equipment necessary for instruction.		
Computers and/or computer upgrades.		
Computer software required		
Laptop computer for the instructor.		
Travel expenses and registration fees for teacher, administrator, and counselors to attend the required Conferences.		
Travel expenses and registration fees for teachers to attend the required Training(s).		
Resources and professional development for integrating energy activities into the curriculum.		
Energy related instructional materials and equipment.		
Participation Fees		

Proposed Budget Summary Form

Explanation of Expenditures	Grant Amount	Match (In Kind) Amount
Laboratory equipment necessa		
Computers and/or compu		
Computer software requi		
Laptop computer for the		
Travel expenses and regis and counselors to attend the re		
Travel expenses and registration required Training(s).		
Resources and professional development for nergy activities into the curriculum.		
Energy related instructional materials and equipment.		
Participation Fees		

Be detailed about the match as well!

Explanation of Expenditures	Grant Amount	Match *(In Kind)* Amount
Laboratory equipment, including 4 XYZ regulators at $645 each.	$2,580	
Travel and registration fee for Mr. XXXXXX to attend the Kentucky Energy Expo in Lexington ($350 reg. + $125 mileage + $150 hotel + $35 meals)	$660	
Laptop computer for the instructor, which will be purchased from the state bid list	$1,625	
Field trip travel expense, including at least 3 field trips annually to industry partners (5 buses x 3 trips x $500 each)		$7,500
Total Amount Requested	**$4,865**	**$7,500**

Budget narrative

- Should tell a parallel story to your project narrative and your budget form

- Should <u>not</u> include anything unusual that has not been thoroughly explained

- Check your math!!

A little more about the match

- Examples of match
  - Materials
  - Professional learning related to the project
  - Upgraded systems (existing lab)
  - Travel for students to competitions
  - Hardware
  - Software
  - Etc.
- Salary… Absolutely, but…

Meeting the deadline

- Know who's in charge (and who's <u>really</u> in charge
- Know your internal review system
- Begin with the deadline and fill in the days remaining
- Reach out to your partners early
- Within the next 5 business days:
  — Know what you're going to do and who you'll do it with
  — Have a firm work plan in place (drafting, budgeting, editing, signatures, etc.)

Questions?

- Send questions by February 13 to:

  KDERFP@education.ky.gov

- Check the KDE website for updates and the FAQs

  http://education.ky.gov/districts/business/Pages/
  Competitive%20Grants%20from%20KDE.aspx